

# ATOMIC ENERGY EDUCATION SOCIETY

## EXAMINATION REFORMS FOR CLASSES III TO IX & XI FOR 2025-26 ONWARDS

In pursuit of academic excellence and fairness, a thorough overhaul of the examination process is imperative. To ensure the integrity and credibility of the examination process, there is a pressing need for examination reforms. The Committee constituted and all the heads of the AEC Schools have undertaken a comprehensive review of the examination process, covering various aspects such as the conduct of examinations, attendance, revaluation, and unfair means, as per the letter AEES/AU/F23/2025-26/994 dated 07-05-2025.

The Committee's recommendations include revised policies and procedures related to attendance, revaluation, and promotion, with relaxations in attendance due to medical grounds, sports, or other events. The Committee has also proposed policies and procedures for addressing unfair means cases, including penalties and consequences for students found guilty of malpractice, as well as measures to address fee defaulters.

The Committee's proposals cover the maintenance of accurate and secure records of examination results, attendance, and other relevant data, with a specified duration for maintaining these records, and procedures for issuing duplicate report cards and transfer certificates to students who require them, ensuring a convenient and efficient service while maintaining the integrity of academic records.

Additionally, as per the letter AEES/AU/F.23/2025/1028 dated 03 June 2025, the Committee has recommended awarding extra marks to students of classes VI to X for their performance in co-scholastic activities.

### **1. Revaluation Process of Answer Sheets**

#### **Implementation of Internal Revaluation**

An internal revaluation mechanism shall be established for **Classes III to IX and XI** to enhance fairness, transparency, and trust in the school's evaluation system however before final result preparation the marks of each student answer scripts are being retotalled several times by the examiner and being retotalled by the checker.

#### **Reference to CBSE Practices**

The mechanism shall be informed by existing institutional practices and aligned with the **CBSE revaluation protocol** followed at the board-examination level.

#### **Standardized Revaluation Criteria and Procedures**

The revaluation process shall be governed by **standardized criteria and procedures**, ensuring uniformity and consistency across all subjects and classes.

#### **Guidelines for Students and Teachers**

Clear and well-defined **guidelines** shall be issued to both students and teachers, outlining the scope, process, and timelines of revaluation at the time of the result declaration circular.

#### **Checks and Balances**

Multiple levels of **checks and balances** shall be instituted in the revaluation process to ensure accuracy and impartiality.

*Colony*  
27.02.26

## Transparency of Process and Outcomes

The process of revaluation and its outcomes shall be carried out with utmost **transparency**, thereby promoting a reliable and trustworthy evaluation system.

### Access to Answer Sheets

In cases where required, **aggrieved students and parents** shall be given an opportunity to verify the evaluated answer sheets.

### Two phases of revaluation:

1. Provision of photo copy of the answer scripts of the requested subject or subjects to the parent
2. Re-evaluation of answer scripts whose photo copies are issued ( as requested by parent) If parents could not apply for first phase then they will not be eligible to ask for second phase

The revaluation process involves the following steps:

#### 1. Application for Answer Sheet Copy

Students/parents seeking a copy of the evaluated answer sheet must submit a written application to the Head of the School within **three (3) working days** of the result declaration. A fee of **₹100 per subject** (non-refundable) shall be payable for this purpose.

#### 2. Application for Revaluation

In case of dissatisfaction with the initial evaluation, students/parents may apply for revaluation within **six (6) working days** of the result declaration, after obtaining the answer sheet as per Instruction No. 1. A fee of **₹200 per subject** shall be applicable for revaluation.

Applicant is required to submit Original Copy of Mark sheet issued along with the application for revaluation request or application.

**Note: Fees mentioned above in S. No.1 & 2 will be deposited in Other Fee / Miscellaneous Fee Head in PUVVN account through online mode mentioning the purpose in remark column at online fee portal.**

#### 3. Declaration of Revaluation Result

The outcome (either increase or decrease of marks) of the revaluation process will be bound and reflect in revised original mark sheet and shall be communicated to the concerned students/parents **on or after the 11th working day** from the date of result declaration.

#### 4. Confidentiality of Examiner and Checker

While issuing a copy of the evaluated answer sheet, the identity of the examiner and checker must remain confidential. Relevant portions, if necessary, may be appropriately masked to ensure anonymity.

*Calanur*  
27.02.2026

## 5. Provision of Marking Scheme

The marking scheme, in addition to the answer key, may be provided to the evaluators to ensure clarity, consistency, and fairness in the assessment process. The use of a marking scheme promotes transparency and objectivity in evaluation.

6. Photocopies will bear the stamp "For Reference Only – Not Valid for Official Use."

7. Provision for photocopy of answer sheets shall be available only for Term II /Annual Examinations.

## 2. Dealing with Unfair Means Cases (UFM)

The school should take a serious stance against Unfair Means (UFM) during examinations, which include cheating, impersonation, possession of unauthorized materials, collusion, and tampering with examination materials. To prevent such malpractices, the school has implemented pre-examination measures, including thorough checks of students' identity and belongings, a declaration signed by students, and secure storage and distribution of question papers. The following guidelines outline the procedures for dealing with UFM cases, ensuring a fair and secure examination environment for all students. Currently, there is a lack of clear guidelines to address UFM cases during various exams. To address this, the Committee has recommended measures to deal with UFM, aiming to ensure integrity in examinations by enforcing a zero-tolerance policy toward malpractice.

### Recommendations :

1. Invigilators/teachers should maintain strict vigilance in the examination hall.
2. Students' bags should be kept at a common place or outside the examination hall.
3. A work assistant or staff member should be assigned to monitor students when they go to the washroom during the examination.
4. If a UFM incident occurs, the invigilator should submit a detailed incident report to the head of the school through the in-charge of examination department.
5. If a student is caught engaging in unfair practices within half of the exam time, the first answer sheet should be taken back, and a new one issued with a remark.
6. If the incident is detected after half of the exam time, the competent authority can decide on the course of action based on the severity of the issue.
7. Possible actions include:

Type of Offence	Classes 3–5 (Lower Classes)	Classes 6–9 & 11 (Higher Classes)	Remarks
Whispering, looking at another's sheet	Warning, counseling, note to parents	Deduction of marks for concerned question(s)	Treated as minor misconduct
Possession of chits/notes but not used	Counseling + paper warning	Cancellation of marks for concerned question(s)	Intent considered
Copying from another student's answer sheet	Answer sheet cancelled (for that exam only), counseling session	Cancellation of entire paper in that subject	Both students may be penalized

<b>Allowing another student to copy</b>	Warning + marks deduction	Cancellation of entire paper in that subject	Action applies to both giver and taker
<b>Possession of electronic device (mobile, smartwatch, calculator if not permitted)</b>	Confiscation + warning, counseling	Confiscation + cancellation of paper; may be debarred from remaining exams in serious cases	Severity depends on use/intent
<b>Use of unauthorized material during exam (chits, books, device)</b>	Cancellation of paper in that subject; counseling with parent	Cancellation of paper + possible debarment from next exam	Treated as a major offence
<b>Misconduct with invigilator/exam staff</b>	Strong warning, apology, counseling with parent	Cancellation of paper + disciplinary action (detention/ suspension depending on severity)	To maintain decorum
<b>Impersonation (proxy writing)</b>	Not applicable	Cancellation of entire examination + referral to higher authority	Serious offence
<b>Tampering with answer scripts or records</b>	Not applicable	Entire exam cancelled + escalation to AEC/competent authority	Grave offence
<b>Repeated offence (second time)</b>	Stronger warning + cancellation of paper	Debarment from examinations for up to 1 year (depending on severity)	Record maintained in school files

8. If a student repeats the mistake despite three warnings in a year, they may receive:
  - Suspension for a few days from school
  - A compartment exam in case of a final exam
  - Retention in the same class for the next session in serious cases.
9. A student who assists or shows their answer papers to others will also be subject to the same penalties.
10. When handling Unfair Means (UFM) cases, sensitivity is crucial to ensure fairness, empathy, and confidentiality, maintaining student dignity while upholding the integrity of the educational institution.
11. The SEC shall examine all relevant documents, hear the student's explanation in the presence of the parent, and take a decision in consultation with and with the approval of the principal.

*Alena*

### 3. Promotion Policy for Students on Medical Grounds

There should be relaxations for students who have been absent due to medical grounds, with the condition that every student must appear for the term-end examinations, aiming to provide a fair and compassionate approach to students who have been unable to attend school due to health issues.

The revised policy considers the individual circumstances of students and provides a framework for promoting them to the next class or grade, taking into account their medical condition and other relevant factors. This approach ensures that students are not unfairly penalized for circumstances beyond their control.

By incorporating medical grounds into the promotion policy, the Committee aims to promote a more inclusive and supportive learning environment, where students can thrive despite health challenges. This policy is part of the Committee's broader efforts to ensure that the examination process is fair, transparent, and equitable for all students.

#### 1. Attendance Relaxation

Attendance relaxation shall be granted to students on submission of valid and authenticated medical grounds by 31<sup>st</sup> January of the running academic year.

#### 2. Required Medical Documentation

a) Medical certificates issued by **DAE hospitals** shall be accepted.

b) Medical certificates issued by **State Government/Private hospitals** must be **countersigned by DAE medical authorities** for validity for DAE students and the certificates of Medical Practitioners in Govt Hospitals in case of Non-DAE, SRTE & SEEP

#### 3. Re-examination for Term-End Examinations

In special cases, such as hospitalization during final examinations, students may be permitted to appear for a **re-examination**, subject to approval. This will be in addition to the provision for **compartment examinations**.

#### 4. Non-Medical Cases

No re-examination shall be granted in non-medical cases. However, the **Head of the School** may consider special cases on merit, depending upon the nature of the case and the leave availed due to emergency.

#### 5. Assessment for Periodic Tests (PT) Examinations

In cases where a re-examination is not feasible, the concerned subject teacher may:

- Conduct an alternative assessment (e.g., slip test, assignment, project), or
- Consider the student's past performance for evaluation.

#### 6. Alternative Evaluation

Alternative evaluation may be based on **class tests, assignments, project work, and term assessments** already completed. In such cases, **internal assessment may be assigned a higher weightage** to ensure fair evaluation.

## 7. Calculation of Passing Criteria in Medical Cases

If a student is unable to appear for one or more subjects in the Annual Examination due to **valid medical reasons**, the passing criteria for those subjects shall be calculated as follows:

- Periodic Test 1: **20%**
- Periodic Test 2 / Half-Yearly Examination: **60%**
- Periodic Test 3: **20%**

## 4. Promotion Policy for Students Participating in Government-Recognized Events

The Committee recommends a promotion policy for students participating in government-recognized events, granting attendance relaxation and allowing the concerned subject teacher to assess the student through alternative means or consider past performance if they miss an exam, with re-examination or alternative assessment opportunities permitted subject to approval, and the school administration evaluating each case individually based on the event's nature and duration.

### 1. Attendance Relaxation

Attendance shall be granted for all days of participation in government-recognized events, including the journey period and practice sessions, if any.

### 2. Re-examination for Term-End Examinations

In special cases, students may be permitted to appear for a **re-examination** in the concerned subject(s), subject to approval. Where re-examination is not feasible, the **student's past performance** may be considered. This shall be in addition to the provision for **compartment examinations**.

### 3. Assessment for Periodic Tests (PT) Examinations

If a student is unable to appear for a Periodic Test due to participation in such events, the concerned subject teacher may:

1. Conduct an alternative assessment (e.g., slip test, assignment, project), or
2. Consider the student's past performance for evaluation.

### 4. Recognition of Events -

Events eligible under this policy include (**but are not limited to**):

- **Sports**: State/National School Games, Khelo India, SGFI, etc.
- **Cultural**: Kala Utsav, National Cultural Competitions, Youth Festivals, etc.
- **Academics**: Olympiads (Science/Maths/IT), Inspire Awards, Science Fairs, etc.
- **Camps/Training**: NCC, Scouts & Guides, official government camps.
- **Other recognized Events**: Any programme endorsed by government educational authorities.

### 5. Attendance Requirement for Annual Examination

The school's attendance policy plays a crucial role in ensuring that students are adequately prepared for their annual examinations. To maintain academic integrity and promote a culture

of responsibility, the school has established a minimum attendance requirement for students to be eligible to appear for the annual examination.

1. **Minimum Attendance:** 75% of total working days to be eligible to appear for the annual examination.
2. **Relaxation:** May be granted for:
  - Hospitalization/medical treatment (documented)
  - Major emergency in the family (with evidence)
3. **Condonation Hierarchy:**

Attendance (%)	Competent Authority for Condonation	Documents Required	Remarks
61 % – 74 %	<b>School Level Examination Committee/ Promotion Committee headed by the Vice Principal, in consultation with and with the approval of the Principal</b>	Parent application + supporting documents (e.g., medical certificate, participation certificate)	Considered as routine condonation at school level.
41% – 60%	<b>Chairman, LMC (Local Management Committee)</b>	Parent application + authentic supporting documents, verified by Principal	Forwarded with school recommendation for Chairman, LMC approval.
<b>Below 40 %</b>	<b>AEES (application sent through proper channel)</b>	Parent application + complete documentation + school/Chairman LMC recommendations	Only extreme / exceptional cases considered; decision of AEES is final.

Note: Fractions in attendance calculations should be rounded up to the next integer.

#### 6. Fee Defaulters: Result & Procedure for Transfer Certificate (TC)

The committee recommends a policy to address issues related to fee defaulters. This policy should outline consequences for non-payment, such as restrictions on attending classes or taking exams, potential removal from school rolls, and difficulties in obtaining a Transfer Certificate (TC). To prevent fee default cases, the policy should include guidelines for fee collection, such as implementing a strict fee collection system, sending reminders and notices to parents/guardians, and offering incentives for timely payment.

The policy should also specify the steps for TC issuance, including clearing outstanding fees and dues. By having a well-defined policy in place, the school can minimize fee default cases and ensure smooth TC issuance.



## Recommendations:

1. Regularly follow up with parents/guardians to ensure fee payment.
2. Maintain open and transparent communication about fee payment policies and deadlines.
3. Offer flexible payment plans to help parents/guardians pay fees in instalments for genuine cases with the approval of the Chairman, LMC.
4. Maintain documentation proof of fee defaulters and record communications made to the parents.
5. Send at least 3 warnings in a term to fee defaulters.
6. Send a final warning letter with acknowledgement before term/annual examinations.
7. Withhold results until all outstanding dues are cleared.
8. Students with uncleared dues will not be permitted to attend classes in the next session (from 1st April).
9. Uniform dates for fee collection to all schools as follows:
  - First Spell:
    - Without fine: 3<sup>rd</sup> April to 21<sup>st</sup> April
    - With fine: 22<sup>nd</sup> April to 3<sup>rd</sup> May
  - Second Spell:
    - Without fine: 1<sup>st</sup> October to 15<sup>th</sup> October
    - With fine: 16<sup>th</sup> October to 25<sup>th</sup> October
10. Committee recommends not to receive any readmission fees from RTE Students on their name struck on account of non-attending school for more than six days without information or application of leave.

## 7. Duration for Maintaining Examination Records:

Maintaining examination records is a vital task for academic institutions. It ensures transparency, accountability, and helps in resolving any disputes that may arise. It is essential to have a clear policy on managing these records. Disposing of used answer sheets must be done carefully to maintain confidentiality, comply with record-keeping policies, and ensure environmental responsibility.

Disposal of answer sheets using one of the following secure methods:

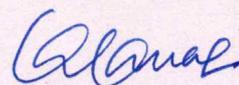
### Instructions for Disposal of Answer Sheets

#### 1. Method of Disposal

- a) **Shredding (Preferred):** Disposal shall be carried out using manual or mechanical shredders.
- b) **Pulping:** In cases of bulk disposal, coordination may be made with authorized paper recycling agencies for pulping.

#### 2. Selection of Vendor

Vendors for disposal shall be selected either through the **Government e-Marketplace (GeM)** or by inviting **local tenders** from reputed waste paper recycling vendors.



### 3. Record Maintenance

A proper record of disposal shall be maintained, clearly mentioning the **date of disposal, method adopted, and names of the responsible personnel**. The record shall bear the signatures of the **Subject Teacher, Examination In-Charge, Vice-Principal, and Principal**.

### 4. Delegation of Disposal Powers

The authority for disposal of answer sheets shall be determined on the basis of the **resale value** of the answer sheets, in accordance with the financial powers entrusted to the **PUVVN Committee** (Ref. AEES/PC&GA/PUVVN/2025/1302 dated 10-03-2025).

S No	Nature of the records	Period of preservation
1.	Attendance Registers	Permanent
2.	Blue Print /Syllabus Copies after its validity	1 year
3.	Answer sheets of main and Compartment exams	2 years
4.	Unused Question Papers	1 Year
5.	Evidence of Assessment (Periodic Test) of Class 9 and 10	2 years
6.	Result Register (Hardcopy)	Permanent
7.	Report cards in digital or hard copy	Permanent
8.	Non-Consumables / Capital items	As per the Annexure-VII of PUVVN guidelines <sup>(1)</sup>

### 8. Issuance of Duplicate Report Card / Transfer Certificate

In the event of loss, damage or other unforeseen circumstances, students may require duplicate copies of their academic documents. To facilitate this, institutions can establish guidelines for the issuance of duplicate report cards and transfer certificates, ensuring a standardized and efficient process.

**Note: Fees mentioned below will be deposited in Other Fee/ Miscellaneous Fee Head in PUVVN account through online mode mentioning the purpose in remark column at online fee portal.**

#### Duplicate Transfer Certificate (TC)

1. A formal application from the parent/guardian to the Principal, stating the reason for requesting a duplicate TC.
2. A mandatory document (First Information Report) in case the original TC is lost or misplaced.
3. A processing fee of Rs.200/- (Rupees two hundred only) is required for issuing a duplicate TC.
4. The duplicate TC will be issued within 5 working days after receiving the complete application.

## Duplicate Report Card

1. A formal application from the parent/guardian to the Principal, stating the reason for requesting a duplicate report card.
2. A processing fee of Rs.100/- (Rupees one hundred only) is required for issuing a duplicate report card.
3. The duplicate report card will be issued within 3 working days after receiving the complete application.

## 9. Awarding extra marks to the students of classes VI to IX & XI for their performance in co-scholastic activities.

Fostering a culture of holistic development, the school recognizes the importance of acknowledging and rewarding students' exceptional performance in co-scholastic activities, and thus proposes awarding extra marks to students of classes VI to X for their outstanding achievements in areas such as sports, arts, music, and other co-curricular pursuits. This initiative aims to promote a well-rounded personality and nurture students' passions and interests beyond academic excellence.

The extra marks awarded for outstanding performance in co-scholastic activities will be considered for a maximum of 20 marks. These marks can be utilized in the following ways:

1. **Added to the Total Mark:** The extra marks can be added directly to the student's total mark, providing an overall boost to their academic score.
2. **Distributed among 5 Subjects:** Alternatively, the extra marks can be distributed among the 5 subjects, with a maximum of 4 marks added to each subject. This approach allows students to see the impact of their co-scholastic achievements on their individual subject scores.
3. **Entry Format:** The additional marks shall be entered by putting a "+" mark with the original mark, clearly indicating the inclusion of extra marks for co-scholastic activities.
4. **For Class X & XII:** The appropriate due weightage can be given in the internal examinations as the external examination is conducted by the CBSE Board.

This approach ensures transparency and clarity in the marking system, allowing students to benefit from their exceptional performance in co-scholastic activities while maintaining the integrity of their academic scores.

Sports, Cultural and other activities							
S.No.	Particulars	AEES Zonal / CBSE Cluster / District Level		AEES All India / CBSE Zonal /State Level		National Level/ SGFI	
		Individual	Group	Individual	Group	Individual	Group
1.	Achievements in Sports – (Winner / 1 <sup>st</sup> Position)	3	2	5	4	7	6
2.	Achievements in Sports – (Runner / 2 <sup>nd</sup> Position)	2	1	4	3	6	5
3.	Cultural Events (Winner / 1 <sup>st</sup> Position)	3	2	5	4	7	6
4.	Cultural Events – (Runner / 2 <sup>nd</sup> Position)	2	1	4	3	6	5

Selection of students to different stages in RDC/NCC Camp				
5.	RDC Camp selection	NCC cadets CATC to Pre-RDC	1 <sup>st</sup> Pre-RDC TO 2 <sup>nd</sup> Pre-RDC	2 <sup>nd</sup> Pre-RDC to RDC
		3	5	7
6.	Students participated at NCC Camps	Batalian level	Inter Group Level	Directorate Level
		2	3	5

Note: Only the student's achievement at the highest level will be considered in a particular game or activity. For instance, if a group of students have won a volleyball match at the district level and later secured a position at the state level, only the state-level achievement will be considered for awarding extra marks. However, the achievements in the different games/sports and other activities can be taken for the total mark.

### 10. Detention policy for class V & VIII

The RTE Amendment Act 2019 revised the 'No-Detention Policy' under sections 16 and 38 of the RTE Act 2009, thereby AEES adopting the amended provisions for classes V and VIII from the academic year 2025-26 aligns with the RTE Amendment Act 2019's objective to enhance academic standards and accountability. The extract of the amendments are as follows:

#### 1. Regular Examinations

Students of **Classes V and VIII** shall undergo regular examinations at the end of the academic year.

#### 2. Opportunity for Re-examination

Students who do not meet the required academic standards (Pass percentage - 33%) in any number of the subjects in annual examination (Term-2) shall be given an opportunity to **re-appear for the examination within two (2) months (before commencement of the summer vacations)** of the result declaration. This provision enables students to improve their performance and demonstrate their capabilities.

#### 3. Detention Policy

In cases where a student is unable to secure the required standards even after the re-examination, the student may be **detained in the same class**. This measure ensures that students develop a **strong academic foundation** before being promoted to the next level.

#### 4. Holistic Evaluation

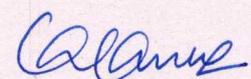
The evaluation process shall emphasize **holistic development**, assessing the overall competencies of students rather than relying solely on rote learning. This approach is intended to encourage a **deeper understanding of the subjects** and the development of essential skills.

#### 5. Right to Education

No student shall be **expelled from school** until the completion of **elementary education**, thereby ensuring that every child is provided the opportunity to complete their basic education.

#### Recommendations:

1. **Sensitize Teachers:** Educate teachers about the amendments and ensure they communicate the policy to parents and students.



2. **Parent-Teacher Meetings:** Organize exclusive Parent-Teacher Meetings for Class V and VIII students to discuss the policy and its implications.
3. **Written Communication:** Send bilingual letters to parents explaining the detention policy, and obtain acknowledgments.
4. **Regular Updates:** Share policy information and updates on school e-groups regularly.
5. **School Website:** Upload detention policy details and modalities on the school website for easy access.
6. **Support for Students:** Teachers should identify students with learning gaps and provide targeted support, including remedial measures, to help bridge these gaps.
7. **The Circular AEES/AU/F23/2025/852 dated 25-02-2025** is to be followed and the requirement of a new set of guidelines for “New Detention Policy is not in the purview of the assigned committee.

## 11. EXAM Reforms FOR CWSN Students

CWSN refers to **Children with Special Needs** who require additional support due to physical, mental, emotional, or learning disabilities. These children may face challenges in areas like mobility, communication, learning, or social interaction.

Under laws like the **RPwD Act 2016** and **RTE Act 2009**, CWSN are entitled to **inclusive education**, reasonable accommodations, and various benefits like **extra exam time**, **use of scribes**, and **assistive devices**. Common categories include visual impairment, hearing loss, intellectual disability, autism, and specific learning disorders.

The goal is to provide **equal opportunities** so they can learn, grow, and participate fully in society with dignity and independence. Schools, families, and the community must work together to support their development.

### Important guidelines/Instructions related to CWSN:

1. A **Disability Certificate for Children with Special Needs (CWSN)** is an official document issued by the government that certifies the types of disability (es) a child is suffering from, must be submitted to the school so that various benefits, support services related to the examination and reservations provided under laws like the **Rights of Persons with Disabilities (RPwD) Act, 2016** can be availed.
2. Circulars/Notices pertaining to the guidelines for Children with Special Needs (CWSN) provisions may be referred.

### Ref:

a) No. CBSE/AFF/2024/ 00974 dated : 09/08/2024, Circular No.: 11/2024

b) No. CBSE/AFF/2023 dated : 06/03/2023, Circular No. 05/2023

### 3. Key Exam Concessions for CWSN

Sl. No.	Relief / Concession	Details
1	<b>Extra Time</b>	20 Minutes per 1 hour of exam (i.e., 25% additional time)
2	<b>Scribe / Amanuensis</b>	<ul style="list-style-type: none"> <li>Students with specific disabilities may be allowed to use a <b>scribe/amanuensis</b>, based on the <b>recommendation of a school-appointed committee</b> or a <b>Registered Medical/Rehabilitation Professional</b>, in line with the severity and nature of the disability.</li> <li>The <b>parent/guardian will arrange a suitable scribe</b> for their ward, strictly in accordance with the <b>CBSE guidelines</b> governing the use of scribes.</li> <li>The school must verify the qualifications and eligibility of the scribe before the examination.</li> </ul>
3	<b>Exemption from 3rd Language</b>	Exemption from studying a third language (usually in Classes VI–VIII)
4	<b>Use of Calculator</b>	Permitted for children with dyscalculia or specific learning disabilities (with certificate)
5	<b>Computer / Laptop / Tablet Use</b>	Allowed for writing exams with permission (non-internet enabled, pre-approved)
6	<b>Reader / Interpreter</b>	For students with visual impairment or those who need someone to read the question paper
7	<b>Separate Sitting Arrangement</b>	<ul style="list-style-type: none"> <li><b>Ground floor seating</b> must be arranged for students with <b>locomotor disabilities, physical impairments, or visual impairments</b> to ensure easy access and safety.</li> <li>Students using a scribe and/or availing extra time should be accommodated in <b>separate, quiet rooms with dedicated invigilators</b>. These invigilators may: <ul style="list-style-type: none"> <li>Read the questions aloud if required</li> <li>Transcribe the student's <b>oral/verbal responses</b> accurately and confidentially</li> </ul> </li> </ul>

Sl. No.	Relief / Concession	Details
8	<b>Flexible Question Papers</b>	<p>Large print or Braille(Visual Disabled) question papers; simplified language if needed</p> <ul style="list-style-type: none"> <li>• Suggestion: Specially designed or <b>modified question papers</b> may be provided, featuring: <ul style="list-style-type: none"> <li>○ Simplified language</li> <li>○ Multiple choice questions (MCQs)</li> <li>○ One-word answers</li> <li>○ Fill-in-the-blanks</li> <li>○ Short answer types</li> <li>○ Open book or open booklet format; if appropriate these format help accommodate different learning and expression styles, ensuring accessibility.</li> <li>○ With Due approval from competent authority.</li> </ul> </li> </ul>
9	<b>Relaxation in Attendance</b>	On medical grounds or therapy-related absences
10	<b>Leniency in Evaluation</b>	<ul style="list-style-type: none"> <li>○ <b>Near-correct responses</b> should be accepted and awarded marks if they reflect appropriate understanding.</li> <li>○ <b>Full marks</b> should be awarded for correctly written answers that match the expected response.</li> <li>○ For <b>oral / verbal responses</b>, the examiner should document the child's answer and award <b>proportionate marks</b> (e.g., half or as appropriate), recognizing verbal expression as a valid demonstration of knowledge.</li> <li>○ For students with <b>learning disabilities, spelling and grammatical errors should be overlooked</b> during written evaluation. The focus should remain on content knowledge rather than language mechanics.</li> </ul>
11	<b>Subject Replacement / Reduction</b>	In severe cases, exemption from certain subjects or alternative subject provisions (CBSE offers NSQF/vocational options)

#### 4. Responsibility of the parents of CWSN (Awareness of Rights & Entitlements)

- To be informed about legal rights (RPwD Act 2016, RTE Act, etc.).
- To obtain a disability certificate and avail government benefits (scholarships, aids, concessions).
- To participate actively in decision-making regarding the child's education and care.
- To support school for the wellbeing and the development of the child.

*Calanah*

**There are vast differences based on disabilities so general rubrics may not work for all the various cases.**

**Formulating specialised rubrics/ criteria for specified and individual disability is beyond the scope of this committee**

**However** committee suggests the following individualized assessment and evaluation procedures which are followed in special schools may be implemented in inclusive schools.

- **Individualized Evaluation Procedure:**

Instead of using a common evaluation system, which may not be appropriate or fair for CWSN, an individualized assessment plan is developed by the **Class Teacher / Special Educator** in consultation with the **subject teachers and Individualized Education Plan (IEP) Team**. This evaluation is aligned with the specific learning goals and abilities of the child.

- **Target-Based Evaluation:**

Evaluation is based on the learning targets set for the child, which are designed according to the child's unique needs, strengths, and developmental level. These targets focus not only on academics but also on functional and life skills where appropriate.

- **Collaborative Assessment:**

The **Class Teacher / Special Educator**, in coordination with subject teachers, assess the child's progress on a **quarterly basis**.

(\*This periodic assessment can be served as an alternative to the conventional **Periodic Tests, Half-Yearly, and Annual Examinations**, and can be considered equivalent for academic record purposes.)

- **Report Card:**

A **report card format** for CWSN reflects progress in individualized goals, skill development, and overall functional and academic achievements. The language used is **positive, encouraging, and descriptive**, avoiding comparative or deficit-based language.

### **General Recommendations**

#### **Conducting Examinations**

1. Implement randomized seating arrangements in examination halls each day to minimize cheating and ensure fairness.
2. In each room, students from two or three classes can be seated in an alternate order to prevent malpractice.
3. The room and class combinations can be changed on daily/alternate days to add an extra layer of security for the term/annual examinations.
4. Classrooms must be thoroughly checked before the examination to ensure that no unauthorized materials, such as papers or books, are present.
5. Students may be thoroughly checked before entering the exam rooms to prevent the possession of unauthorized materials, ensuring the process is conducted with sensitivity and respect for the students' dignity.

*Colonel*

6. All above points are depicting innovative ideas and suggestions to curb UFM however each school is free to choose its own mechanism to secure integrity of examinations on prior intimation or approval from competent authority.

### **Examination Administration**

1. Prepare and share exam duties and invigilation rosters in advance to ensure the smooth conduct of examinations.
2. Maintain accurate records of all activities in a designated place within the exam room, ensuring a seamless transition when there is a change in the exam department in-charge.
3. Maintain utmost confidentiality of question papers and store them securely. In the case of digital question papers, protect them with strong passwords.
4. Procure necessary stationery for the examination well in advance to avoid last-minute disruptions.
5. It is recommended to install CCTV cameras in examination rooms/halls in all the AEC Schools to monitor and prevent malpractices, ensuring a secure environment for all students.
6. School Examination Committee (SEC)

The SEC shall consist of:

Vice Principal (Chairperson)

Headmaster/Headmistress

(Internal) Examination In Charge (Primary/ Secondary/ Senior Secondary)

Two senior teachers (not connected with the subject of the case)

The SEC shall examine all relevant documents, hear the student's explanation in the presence of the parent, and take a decision in consultation with and with the approval of the principal.

7. Answer scripts should be cross checked randomly by Principal/VP/HM.

**The guidelines will be reviewed and updated annually by AEES to incorporate any changes or updates from CBSE and AEES, ensuring their continued relevance and effectiveness.** By implementing these guidelines, it is aimed to maintain academic excellence and promote a culture of integrity and fairness, ultimately benefiting our students and the academic community.

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**Appendix A – UFM Incident Report Form**

(To be filled by the Invigilator/Examination In Charge)

Name of Student:

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Class & Section: \_\_\_\_\_ Subject: \_\_\_\_\_ Date & Session:

Nature of Alleged UFM:

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Details of Material Confiscated (if any):

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Student's Statement:

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Invigilator's Signature: \_\_\_\_\_

Student's Signature (if given): \_\_\_\_\_

Remarks of Examination In Charge:

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